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ABSTRACT

Innovative programs at Utah community and technical colleges are described and other topics of interest to faculty, staff, and administrators are addressed in this collection of articles. The journal contains the following articles by Utah two-year college faculty members: (1) "Open Access and Academic Excellence at Dixie College," by Peter Nyberg; (2) "A New Direction for General Education in the Community College," by Veonne Howlett; (3) "Honors Comes to the Provinces," by Marilyn S. Larson; (4) "On the Virtue of Travel," by Michael Kowalski; (5) "What about Women in the Curriculum?" by Nancy J. Taniguchi; (6) "Small Business Development Center at College of Eastern Utah," by Gary S. Wixom; (7) "Getting Children to the Theatre, or Theatre to the Children," by Kim Brewster; (8) "Motivating Students to Achieve," by Debbie Zobell; and (9) "The Exciting Medium of the '80's," by Loretta A. Walker. (LAL)

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FOCUS:

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OPEN ACCESS AND ACADEMIC EXCELLENCE AT DIXIE COLLEGE

Dr. Peter Nyberg

As American education standards eroded during the 1960s and 70s the concept of "open admissions" to colleges and universities emerged as a major issue. Educators and other citizens began asking: "Can colleges really operate effectively under an open-door admissions policy and still expect to graduate students with an excellent education?" This is an important, even critical question, because community colleges like Dixie have for decades been called upon to open their doors to everyone who desired entrance.

A cursory observation and analysis of this question might suggest that colleges would be unable to provide academic excellence to students if indeed admission standards were not considered. However, experience has shown that the opposite does occur and indeed excellence can be achieved if the institution is willing to provide certain basic components. In order for a community college to achieve both, a careful strategy for handling students must be part of the mission, goals, and direction of the institution and the strategy for management must incorporate three essential components. First, there must be adequate assessment and entry placement of students based on scholastic preparation. Second, there must be a strong committment to remedial education. And third, there must be performance- or competency-based instruction.

Assessment at Entrance

By definition, an open-door policy should not imply open access to all programs of the institution. Open access must mean entrance to the institution with restrictions placed on entry to program areas until scholastic skills required for success in those programs have been developed. Assessment then involves determination of scholastic skills prior to or at the time of entrance followed by the willingness of the institution to place students in courses where they are capable of achieving success. Committment to remedial education is the offering of courses below college level where underprepared students can bring their scholastic skills to an expected level.

Competency Instruction

Competency- or performance-based instruction simply implies that we identify standards that must be met before a student is awarded a degree or certificate. It involves institutional willingness to restrict awarding the degree or certificate until the competency level has been achieved in the given program or area of study. Competency or performance instruction does not imply a particular method of instruction. In fact, many methods may lead a student to competency-level performance of a given subject area. However, achievement of competency is the only way in which an institution can assure excellence.

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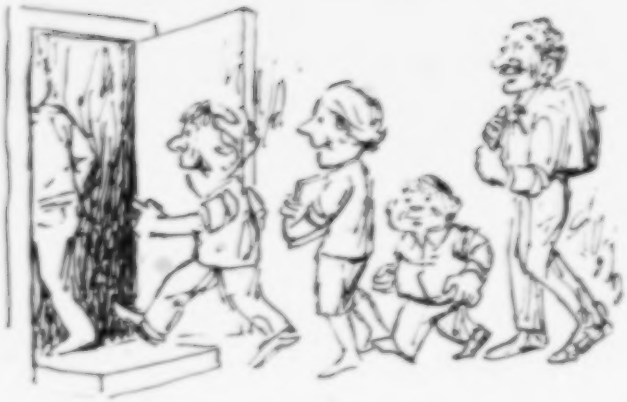

Renewal of Standards

Several years ago Dixie College identified these components as essential ingredients to a renewal of eroded standards that existed in basically all institutions across America. During the past decade Dixie College has maintained open access to everyone who desired entry but has simultaneously developed a strong assessment program required of all students entering the institution. After assessment, either using the Dixie College Assessment Test (DCAT), or the National Standard ACT, students are advised and placed at a level of instruction which is compatible with their scholastic abilities. Placement may be in remedial programs in basic subjects such as math, writing, reading, and study skills (if underprepared) or in college-level programs leading to transfer or job entry. (Some individuals argue against the philosophy of forced remediation stating that students entering college have the right to fail. However, we believe that a student has the right to fail only if he/she possesses the scholastic skills necessary to succeed. Underprepared students lack these skills.) Scholastic performance standards are determined for each course at Dixie and on an annual basis, the faculty member, division dean, and academic vice president evaluate these standards to assure that certification of the work is being given only when adequate standards have been achieved by the students.

Three years ago, Dixie College completed a major review and revision of the general education requirements. A total of 96 credits are now required for graduation, and of that number, 58 are general education credits divided among 9 subject areas. This system of assessment, placement, remediation (where necessary), and competency-based instruction in a general education and job-entry curriculum of superior caliber allows us to feel confident and take pride in the quality of the academic programs at Dixie College. Writing and math skills have increased significantly, and competitiveness at transfer institutions and in the job market is excellent.

In summary, open admissions and academic excellence are compatible and can successfully co-exist at the community college, providing the institution is willing to accept the challenge and the responsibility for developing and implementing the three essential components addressed here.

A NEW DIRECTION FOR GENERAL EDUCATION IN THE COMMUNITY COLLEGE

Veonne Howlett

Most jobs in the next decade will require less than a baccalaureate degree. At the Kennedy Space Center, 85 percent of the technical positions now require a community college education and only 15 percent require higher postsecondary education. Community colleges, however, will begin to come under close scrutiny such as that given to the American high school in recent years, including the "Nation at Risk" report. The main issues will be low rates of degree completion and the lack of ability to perform on the part of some associate degree candidates. (Long, p. 48) The challenge for the community college, then, will be to provide graduates to fill needed job openings and to be sure of their ability to perform well on the job. A part of this challenge will be balancing job-specific skills with training in broader, more transferable skills.

A national debate has developed over whether it is better to teach persons to practice a given trade, or to equip them to adapt to a variety of jobs. (Long, p. 50) Rapid changes in technology produce new, unheard of jobs in a short period of time. Employees are faced with training, retraining, and lifelong learning, while at the same time needing skills in computing, communicating (both written and verbal), thinking clearly and critically, and having flexibility. Given that the community college cannot do all things for all people, and do it within a two-year time frame, many voices are being heard with numerous suggestions about how to meet the challenges.

An Educated Person

The American Association of Community and Junior Colleges, in its policy statement about the associate degree program, says that such a program should "reflect those characteristics that help define what constitutes an educated person." Each individual must understand and appreciate his or her culture and environment, develop a system of personal values based on accepted ethics, and attain skills in analysis, communication, quantification, and syntheses to permit the individual to attain further growth as a lifespan learner and as a productive member of society. Not all of these elements are attained through organized courses. The institution should develop a process to measure the required learning outside the formal course structure. (Parnell, p. 48)

Boyer and Levine say that recent attempts at reforming general education are a reaction to concerns about a society "that appeared to be losing cohesion, splintering into countless individual atoms, each flying off in its own direction, each pursuing its own selfish ends." This concern reflects the tension between the individual and the group, "between freedom

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and control, between independence and interdependence." The concern has been broken down into such topics as the preservation of democracy, the promoting of a common heritage, commitment to ethical behavior, the enhancement of global perspectives, and the integration of diverse groups into the larger society.

Reaffirm General Education

Somehow the education and training that students are getting at the associate degree level, and perhaps before, are not giving them the tools they need to perform after graduation. In fact, a large percentage are not even graduating. We need not return to general education as in the days of the Greeks, but we need to revitalize it to meet today's needs. The mission of general education is to help students understand that they are individuals as well as members of the human community and are accountable to society. "One aspect of our being must not be allowed to eclipse the other. In calling for a reaffirmation of general education, our aim is to help restore the balance." (Boyer & Levine)

Ninety-five percent of colleges base their general education programs on a study of selected courses with a variety of traditional academic departments, such as the following:

1. distribution requirements — minimum courses/credits in broad fields of study
   a. a prescribed distributions with few electives allowed
   b. smorgasbord requirements where students take x number of courses in x number of broad areas
   c. recommended distributions
   d. self-paced distributions, project- or examination-based with only those required to complete the project or exam
   e. contract approach, tailored to interests and needs by working with an advisor
2. core curriculum — rigidly required course of study with few electives
3. electives approach — student may choose among all college courses
4. outcome-based/competency-based — focus on information, attitudes, and values students should require from general education

Others go beyond the traditional to a blending of general knowledge through the use of interdisciplinary courses. However, none of these approaches is sufficient to accomplish a true "general education."

> We should remind ourselves from time to time that these artificial structures do not exhaust the totality of human experience, or even the universe of knowledge . . . when we force general education into discrete departmental containers, its purposes are frequently subverted. The focus is too narrow. Connections are not made. (Boyer and Levine, p. 23)

The Carnegie Foundation advocates an additional organizational pattern, that of an "Integrated Learning Experience." This type of learning experience incorporates and integrates several areas of study and allows one area to enhance another. Methods of integrating might include the following:

1. special requirements, central subjects, core courses, survey courses
2. interdisciplinary programs
3. perennial wisdom approaches (such as Great Books Curriculum)
4. integrating themes

Gaff indicates that the liberal arts and sciences "are being invigorated by a number of collegewide reforms, with a trend toward increased study in liberal arts." He summarizes the reforms as follows:

1. increased emphasis on humanities, "the very fields that suffered most from the recent emphasis on more practical areas of study"
2. reform aimed at helping students bridge the separatism of the disciplines and helping them integrate knowledge within their own experience.
3. emphasis on developing skill components that ensure students are better able than their predecessors to think and learn independently
4. reform aimed at helping students widen their perspective by including emphasis on global, women's, and minority issues
5. reform that includes values education and the integration of knowledge into the broader context of total life

Community colleges generally have not been clear about their purposes for general education programs. They have not defined

general education clearly for nontransfer programs. Smith suggests a program model with four elements: a rationale, program goals, procedures (usually courses) for achieving the goals, and evaluation.

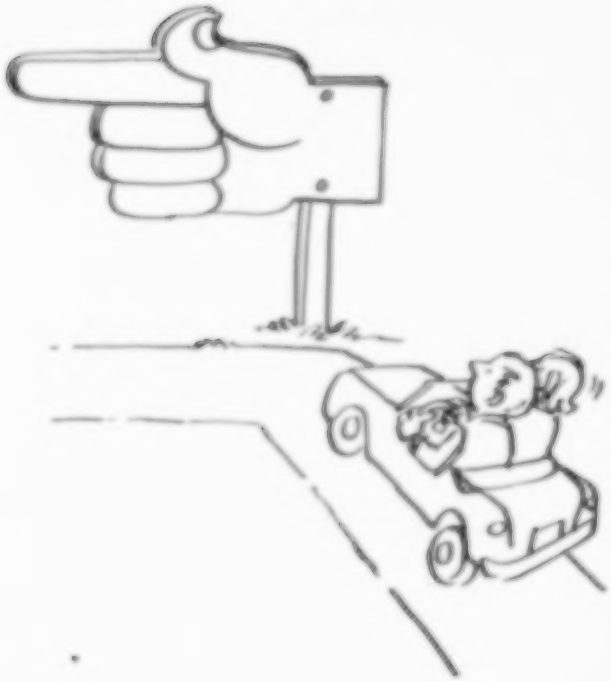
> . . . the program goals should clearly set the parameters for the general education curriculum (rather than) working from a rather vague notion that a general education should provide students with an exposure to a number of disciplines in the four large curriculum areas — communications, humanities, social sciences, and natural sciences.
>
> The faculty at each institution should understand the purpose and function of general education, their own general education goals, and how they collectively will help students achieve those goals. With this understanding they will have established the foundation for a unified and coherent general education program and not merely a new set of unrelated requirements (Smith, et al.).

Clarify Purposes

Each college must clarify for itself the purposes of general education and shape a program to reflect its own unique values and traditions. Under these goals the college may find a need for special interdisciplinary or thematic courses. In other instances, existing courses may fill the bill, providing that students are helped to understand the shared relationships common to all people. Some alternatives are:

1. use of seminars or student lounges where distinguished faculty and guest lecturers address schoolwide topics
2. use of midyear term for general education when all faculty and students move beyond their academic interest and focus on broad themes of common learning
3. use of museums, films, public broadcasting as integral parts of the curriculum
4. use of mandatory testing and advisement systems, and establishment of competency standards and testing, along with a careful evaluation system to prevent students from failure to perform
5. a much closer relationship with business and industry in all areas of program planning
6. a renewed commitment to faculty excellence (Boyer & Levine)

The ACT National Center for the Advancement of Educational Practices advocates that institutions focus on two broad objectives for general education: (1) to increase student abilities and motivation to persist from freshman status to graduation, and (2) to increase student competence to function effectively in a number of adult roles after graduation. (Forrest, p. 4)



Outcome Assessment

The Center has found that in institutions using an outcome-based comprehensive examination at the completion of the sophomore year, scores on the tests have strong correlation with four indicators of effective functioning:

1. job supervisor ratings
2. social-economic status of job functions
3. degree of participation in community volunteer activities
4. amount of continuing education after the undergraduate program. (Forrest, p. 12)

An Institution should be interested in finding out whether its general education program is doing what it is supposed to do. The college should first identify its goals. It

should then do an assessment of how well it is achieving those goals. It should collect evidence about what choices will likely improve reaching those goals. If outcome-based examinations provide the best way of collecting and measuring data, they should be implemented.

By far the most common recommendation calls for the establishment of specific outcomes and the assessment at all levels, entry to exit, of performance.

> A beginning has been made in addressing general education goals by means other than courses. As institutions identify more clearly the competencies and outcomes desired from their general education programs, they will have greater opportunity to provide other alternatives for meeting those competencies. (Smith, et al.)

Are we giving our students the tools they need to survive in today's changing society? As Naisbitt indicates in *Megatrends*, a new kind of future-oriented learning is needed:

> We must learn from the present how to anticipate the future. When we can do that, we will understand that a trend is not destiny; we will be able to learn from the future the way we have been learning from the past. (Naisbitt, p. 18)

Community colleges have a unique opportunity to meet the challenge of preparing graduates to fill job openings and to achieve a full and productive life. Now is the time to reassess direction and to commit to preparing students for what lies ahead, including their accountability to themselves and the human community.

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HONORS COMES TO THE PROVINCES

Marilyn S. Larson

When I arrived in Utah ten years ago to be interviewed for my first fulltime teaching job, the headmaster of the school where I would eventually teach for three years took me on a tour of Salt Lake City, treated me to dinner at the Spaghetti Factory, and drove me to Mount Pleasant under cover of darkness. The following morning, lifting the shade of the room where I had spent the night, I first beheld the Sanpete Valley in all its considerable pastoral splendor. "Get me out of here!" I yelled (literally), after which I promptly called my housemates in Berkeley for moral support.

Today, somewhat more accustomed to the rural lifestyle, I find myself saying instead, "Bring things here!" No more of this beastly longing for the city life, envying Salt Lakers and Provolones (a term stolen from a cocktail napkin, for which I do not apologize) for what *they* have and *we* do not. I refer not just to the ballet, the symphony, the opera, the museums. I refer as well to the academic diversity of the larger institutions of higher learning. I and my fellow faculty at Snow College have taken the attitude that, given the means, we can and should offer enriched academic programs that would be the compeer of anything the larger four-year institutions offer. In that spirit, we undertook the creation of an honors (or integrated studies) program in this, the most unlikely of settings.

It has not been easy, and admittedly, we could not have done it without the cooperation and advice of those larger institutions. Nevertheless, the Snow College Honors Program, now in its second successful year, illustrates the fact that isolation need not mean deprivation.

How did we do it? Chutzpah, of course. But an equally important component of our success was planning. What follows, then, may be read as a "how-to," complete with caveats, for other two-year institutions interested in designing an honors or other enrichment program:

Step One: Institutional Commitment

There is no undertaking such a program without the entire institution behind it. Even if it begins as one instructor's pet project, it cannot be implemented without institutional support. In Snow College's case, the Dean of Instruction and one humanities instructor talked informally about the possibility of an honors programs a full year and a half before the program was created. In the interim, contacts were made with authorities on honors programs and with the national organization for college honors programs (National Collegiate Honors Council). We joined that organization before our program was in place to take advantage of their advisory services.

Six months into the investigation of a possible honors program, the President of our institution created an institutional task force to explore the idea from all academic

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perspectives. On our checklist of concerns were standards for entrance into an honors program, standards for retention in the program, and requirements for graduation with an honors degree.

In addition, instructors from all academic disciplines considered how creation of such a program would affect size and character of current classes (e.g., would an honors program skim the "cream" from regular classes?). The results of our individual findings were brought before the larger committee; we made individual recommendations, discussed, voted, and so refined the idea of the honors program to fit our institution, making requirements for entrance into the honors program flexible, making requirements for completion more rigid, and requiring a thesis project of each honors graduate. For this process, alas, there is no recipe, beyond equal measures of hard work, candor, and cooperation.

Once we had a substantial idea of what we wanted to accomplish with an honors program, we sought the advice of an honors program director: Dr. Richard Cummings of the University of Utah became our mentor for the next several phases of the project.

Step Two: Need and Feasibility

I have always wanted to teach Latin at the community college level. Unfortunately (though I check every day), I do not see lines of students at my office door clamoring for that particular course. Most of the students I teach, in fact, either have no idea what Latin is, or can't understand why anyone would want to learn a language that no one speaks. So it is with honors: If no one wants it, or if students have no idea what it is, there is no point in offering it.

At Snow College, we had never had students ask outright for an honors curriculum; those who were so inclined simply went to BYU or the University of Utah, where they knew such things existed. But recent events, geologic and economic, compelled us to "bring it here." First, we had the difficulty of traveling to Salt Lake or Provo rendered even more difficult by the tons of muddy ooze that covered our most frequently traveled route north. We were all — students and faculty alike — reluctant and sometimes unable to travel. Even more compelling were the economic circumstances of many prospective university students. Even with financial aid, many Salt Lake- or Provo-bound students were finding university studies unmanageable from a financial standpoint, small wonder in an area that boasts the highest unemployment in the state. Thus, we felt we could fill an important need by creating an honors program here. We were to find that we were right.

Having determined need, we still needed to determine whether such a program was indeed feasible. Our task force meetings had suggested that we could tailor the honors concept to our rural, small-college setting simply by brainstorming among ourselves; the question now was how to implement our ideas.

Step Three: Money, Money, Money

It had not occurred to us originally that we might seek outside assistance to make our honors program fly, and in retrospect, it

might have crashed and burned if we hadn't gotten such assistance. We are all familiar with the daily budget crises that beset institutions of higher learning these days, and certainly adding programs in such circumstances is not the essence of wisdom. But we found quite by accident that the National Endowment for the Humanities was funding efforts to improve introductory courses in the humanities in community colleges. (We have since talked to honors representatives from other institutions who have been similarly endowed by Ford and other foundations.)

We were easily able to make the case that the integrated studies approach that characterizes an honors curriculum would improve humanities education at the community college level, especially when the alternative for many students is to choose, as from a menu, unrelated courses such as British Literature of the Victorian and Modern Periods, Beginning Pottery, and Introduction to Music.

Likewise, we were able to make a legitimate case that students from central Utah, many of whom had never traveled outside their native state and most of whom were of the same religious persuasion and cultural mold, were in particular need of an enriched curriculum. Those arguments made, we received over $30,000 to create the humanities component of the honors curriculum, bring in guest speakers on topics related to our studies, and improve the humanities holdings of our library. Battening on success, we applied for UEH funds, as well, dovetailing funds from both sources to put together a lecture series to complement the program. By the second year, we have an honors program budget which finances off-campus events (such as trips to the Ramses II exhibit and the Salt Lake Opera), and a generous endowment from a Snow College benefactor to finance on-campus lectures in human values.

Step Four: Recruit, Refine, Retrench

Like all novices, we made plenty of ignorant and ultimately harmless mistakes along the way, but we also made one critical error in the first year of our program: we left the recruiting in the hands of the recruiters, who are so busy that they can't adequately tend to the needs of a small, fledgling program. Our core of 15 students dwindled to 7 in the third quarter of the program, and we realized that only those of us who worked within and were committed to the honors concept could really present the program to interested high school students. And so, as we approached our second year, we did the recruiting ourselves. Enrollment in the honors humanities course has since stabilized at around 20, and about 5 second-year students have now entered the math-science component of the honors curriculum.

The syllabus for the honors humanities course has been subject to a good deal of scrutiny, too. Our original very ambitious reading list of ten complete great works per quarter (along with background readings in history and culture) has been pared down to six or seven, a much more realistic quantity for students whose reading tastes are somewhat limited. Likewise, writing assignments which were originally to total about 30 pages per quarter have been modified slightly in terms of length, though they remain more extensive than those in the ordinary humanities course. Our aim of teaching the "interrelatedness of things" within cultures, however, has never been modifed.

Probably the biggest single problem we have encountered in the honors program at Snow College, however, is the tendency for highly motivated students — the ones we think will profit most from integrated studies-type courses — to become involved in EVERYTHING. Some of our finest students during the first year of the course were also involved in drama, debate, and sports. Midway through the year we lost several to exhaustion or illness or anomie. As a result, we have all, instructors and students alike, had to make hard decisions about priorities. Instructors have been in the unhappy position of having to discourage very talented students from taking on too much, which in

many cases has meant discouraging them from honors.

Step Five: Reflect

Certainly there is no perfect academic program. Instructors change, circumstances change, students and their needs change. The most important lesson of our honors experience has been that the honors concept has both integrity and durability; it adapts easily to the specific demands of the small community college campus and yet remains essentially intact. Committed faculty and administration, interested students, and a spirit of adventure and cooperation are its essential ingredients.

ON THE VIRTUE OF TRAVEL

Dr. Michael Kowalski

"Round round get around I get around,
Yeah get around round round, I get around."
— Brian Wilson and the Beach Boys

Cloistered in my nine-by-five cubicle of a basement office and suffocated by February snow, I hanker for mental stimulation . . . a conference perhaps . . . a meeting of minds more fertile than my own. What I really wish is that I could do as I did in November . . . hop a plane to Seattle and spend a Friday and Saturday in a series of workshops with two hundred community college humanities instructors from Washington, Oregon, Wyoming, and California. Why?

Out-of-State Conferences

Why should community college instructors attend out-of-state conferences? Why should every division in every two-year school have a travel budget sufficient to send at least one of its members to a national conference? Four reasons: Such travel will improve the quality of teaching and the quality of programs on our campuses. Moreover, such travel will enhance the reputation of higher education in Utah. Finally, travel to regional conferences will enable us to work in concert with national organizations, and thereby increase our political clout.

But hold the luggage. Remember the cautionary tale of the "Acres of Diamonds"? (I do only because the teller, Russell Conwell, founded Temple University, my alma mater.) A poor fellow left home as a young man to seek his fortune. He traveled far and wide only to return home destitute. Digging a garden in his own backyard the fellow unearthed a diamond that made him rich for life. Before we expend our budgets and our energies, we need consider those conferences offered in our own backyard. Have they nothing to offer?

Local Conferences

Last fall we had the annual community college conference in St. George. With entertaining and informative pep talks from Dr. Roueche and Dr. Kerr and afternoon get-togethers to promote department-to-department familiarity if not fraternity, this conference addressed the large issues facing educators in Utah colleges. It offered little on the level of practical teaching. The conference could be restructured to emphasize papers and presentations in specialized areas, and those doing the organizing might consider an alternating format.

Next came the Rocky Mountain Modern Language Association conference held in Provo last October. Here you had substance. As a scholar interested in American Literature, I drove the ninety miles to hear papers presented on Henry James, Emerson and Thoreau, and I made it back to campus in time to teach my afternoon freshman composition class. Unfortunately, such conferences

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are geared to the university research- and publication-oriented faculty. In conferences, as in shoes, fit is everything.

In April, Weber hosted the Western States Undergraduate Literature Conference with John Barth and Tobias Wolff as keynote speakers, a conference where I could pick up an odd idea to share with my creative writing class. Most of the conference was the presentation of undergraduate papers, a mini-MLA

to stimulate many an undergraduate English major. In May I chaired the American Literature session of the Utah Academy of Sciences, Arts, and Letters. Again the conference provided a stimulating forum for scholarly, critical inquiry, but few ideas garnered there will trickle down to my daily teaching of composition and literature.

Each conference has its value, but for the community and technical college educator the sum of four would be less than one Pacific Northwest meeting of the Community College Humanities Association in Seattle. A regional conference brings together professionals with common interests and common problems and recruits presenters with substantial materials matched to these interests and goals. In a section on "New Approaches to Introductory Literature Classes" I actually learned some techniques I could use to elicit more than a puzzled response from students during the following week's discussion of *Oedipus Rex*. A perfect fit.

The Conference Fit

Beyond improving the quality of teaching, this type of conference can improve the quality of programs at community colleges. For instance, Ellen Hoffmann of Casper College in Wyoming gave explicit "dos and don'ts" to follow when trying to organize an endowed lecture series for your campus. A second presentation examined a writing across the curriculum program.

Currently at Snow College the English Department is surveying the faculty to determine if a similar program is needed. A third group from Pasadena City College explained how they fused History, English and Philosophy into a team-taught program. To minimize reading assignments for freshmen, most of whom hold jobs outside of school, this program requires the student to read a single work for the week, such as Sigmund Freud's *Civilization and Its Discontents*. The history professor then lectures on the content and context of the book; a philosophy professor conducts group discussions, and the English professor designs a composition assignment which provides an additional forum for the student's well-considered response to the work. This program provides for a hundred, average students the same in-depth, integrated learning experience which the Snow College honor's program affords twenty of its top students. For ideas and experiences to improve the quality of our community college programs we need to go outside our own backyard.

Utah's Reputation

My third argument for travel to specialized conferences is that through an individual's involvement in national or regional conferences, higher education in Utah can improve the quality of its reputation. Speaking as one educated in Pennsylvania and as one who spent eight years doing graduate work in

California, I have long associated the word "Utah" with quality skiing, quality family life, quality desert parks, but not with quality education. On glancing through a 1985 guide to higher education in the United States, I noticed that of the two hundred "most competitive" colleges in terms of requirements for admission, not one is located in Utah. If reputation can be gauged by the national demand for our product, then we in Utah have reason for concern. After seven years in this state I am convinced the quality of higher education is equal if not superior to that in most states. And yet many of our best students leave to attend the "better" colleges, those with a better reputation. A colleague recently asked the president of Snow College if his son was considering doing his undergraduate work in California. The implications are clear. While I was in Seattle, I was the only member of the conference with the name of a Utah college displayed on his identification badge. However two hundred non-Utah educators saw that badge and may think better of the state and its commitment to education for my participation.

"Let us go then, you and I" to such conferences not only to improve our teaching, our programs, our reputation, but also to build national organizations like the Community College Humanities Association which can serve as a national advocate for our needs, which can sound our united voice in political arenas. Judyth Eaton, President of the Community College of Philadelphia, writes in *The Community College Humanist*, "We are in an era when the federal government, states, and organizations are preempting institutionally-driven change. Short of sponsoring legislation in support of humanities education, CCHA can effectively function as a podium and a pulpit on behalf of the humanities dimension of community college education." We as educators need to be heard in and out of our backyard. The national, professional organizations are the most logical and powerful means to affect policies which affect us.

WHAT ABOUT WOMEN IN THE CURRICULUM?

Dr. Nancy J. Taniguchi

"Change is inevitable in a progressive country. Change is constant." So said Benjamin Disraeli in 1867. The idea is certainly applicable to higher education today. Our curriculum is evolving. Some changes are unconscious; others are carefully implemented. One of the latter is of increasing significance for society as a whole.

More and more, the curriculum is reflecting the presence of women. As a history instructor, I have noticed that numerous textbooks devote increasing space to "social history," the story of daily life and activities. These most often involve women's work, as opposed to the "rulers and wars" approach that focused exclusively on men. Frequently this material is detailed in separate sections, often added in a revision to a standard work. For example, I've seen chapters or sections on "Family Life in Eighteenth Century France," or "The Domestic Side of Slave Society."

These additions come for a variety of reasons. First, knowledge is always expanding as new inquiry redirects research in the field of womens' studies. Questions previously considered unimportant or peripherial, such as, "While the men were busy 'making history,' what were the women doing?" are being given serious scholarly consideration. The answers reveal a new view of the total picture, and also make interesting reading. For those who would like to be well-informed in any area, new studies are always welcome.

Increased Demand

However, the demand for women's studies comes for a more insistent reason than the abstract thirst for knowledge. Many of the best minds now entering our schools and colleges belong to women. These people, like their male counterparts, need role models and realistic inspiration. We all know the sexes differ; it should not be surprising that they respond academically to different material.

So, in a certain sense, academicians are responding to a demand. An increasing number of females are seeking higher education, partly for financial reasons. In the present uncertain economy, the probability of a woman having to work is rapidly increasing. Furthermore, authorities counsel women to upgrade their skills so that they will not be trapped in the "pink collar ghetto" of traditional, low-paying female jobs. As Ida Smith, Coordinator of Alumni at Brigham Young University, stated at a conference last October:

> Unless you can promise your daughter that she will marry, that her husband will earn a lot of money, that he will never leave her, that he will never die, then you must tell her that she must be able to support herself.

The idea of a career appeals to many young women; the need to be useful motivates many older ones. Our schools have also welcomed a number of returning female students, many

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of whom wish to complete their education after their children are grown. The "empty nest syndrome" is used to explain the dissatisfaction of many older women. The "victims" themselves have gone beyond solving that problem; they also want to contribute to their families and society.

Unique Contributions

A growing cadre of women have already left our colleges and universities and are making that contribution. What follows is only a brief list of examples:

Nancy Makepeace Tanner, in *On Becoming Human* (Cambridge, 1981) has developed an entirely new model of human evolution based on female selection of mates, rather than male selection. (Remember the old caveman approach?) She argues that the most significant bond in primates is between mother and young, as was probably the case with early humans. Therefore, females would most likely select a mate that would not endanger their offspring. This model argues for the negative survival value of violence in males, and places an emphasis on more nurturing qualities.

Barbara Tuchman has written a number of insightful historical volumes. The most recent of these, *The March of Folly* (New York, 1984), compares Troy with the American Revolution and Vietnam.

Of interest in both economics and anthropology, editors Mona Etienne and Eleanor Leacock have assembled twelve essays in *Women and Colonization* (New York: 1980). It describes the impact of European society on less "civilized" groups. The fact that European nations were male dominated created some strange dislocations in societies with differing social organizations. These studies provide a fresh, surprising perspective on some problems still extant in the modern world.

Sports have recently entered the academic classroom, and University of Indiana professor Mary L. Remley has met the need with *Sport History in the United States: An Overview* (Bloomington, Ind.: 1983). This pamphlet, though brief, provides a fascinating way to interest many reluctant students in American history. Long before these studies, many serious scholars were familiar with the work of Mary Woolstonecroft, Charlotte Perkins Gillman, Virginia Woolf, Margaret Mead and others.

Response of Community Colleges

Are our community colleges already addressing this need to include women in the curriculum? Are they taking advantage of the material already available? Obviously, the answer varies widely with the class and the instructor. I have seen syllabi for courses that focus exclusively on women, from sociology to anthropology to biology and history.

At the College of Eastern Utah we offer an interdisciplinary core course on the family that utilizes some of the material above. We have recently inaugurated a special course for disadvantaged and reentry women which addresses such areas as stress management, money management, math anxiety, and electronics. A new series of "Heroines," applicable to each of these areas, is currently being planned to introduce material on women across the curriculum. However, not long ago I heard a male professor voice disparaging remarks about a particular textbook because it dealt "with unimportant stuff, like women."

This attitude is increasingly rare (or, at any rate, less vocal), but it does beg the question, how important are women's studies? I think that most people agree that because it admits new knowledge and gives us new perspectives on old beliefs, it is indeed important. But will it last? Once women are given role models and everyone gets a new slant on course material, what then?

Integration of Women's Studies

Is this discipline of women's studies just a passing fancy? I sincerely hope the answer is

yes — and no. For in a certain sense, women's studies, as a discreet entity, is a self-destructing pursuit. (The textbook critic just allowed himself a smug smile, but read on!) There is now an increasing tendency to *integrate* women's studies into the curriculum.

How can that be done? A variety of methods are currently being tried. Our "Heroines" and core course are two of them. But the simplest way is for instructors who are aware of existing deficiencies and who are willing to expand their course content to independently incorporate suitable material into their syllabi. The books listed above provide a convenient starting place for those who do not know where to look. Prestigious organizations, such as the Organization for American Historians, provide practical information ranging from source material for easy course adaptation to tightly focused studies on specific academic subjects. For a very nominal fee, the Utah Humanities Resource Center has a series of films and videotapes available for classroom use, including "Marva Collins: Excellence in Education," and the F. Scott Fitzgerald story, "Bernice Bobs Her Hair." Excellent study guides accompany these films, saving preparation time for those "too busy" to bother.

Faculty Unconvinced?

Many who are aware of the new material available, and the way in which it attracts and interests students of both sexes, have already begun to take advantage of it. However, there is still that group who remain unconvinced of the "importance" of women, especially when the hours seem so full. One might actually have to *substitute* this material for something already taught. (A process, I have discovered, which takes place in the best classes anyway.) Is all this feminine stuff really here to stay? If we ignore it, will it go away?

That same question was posed by many in 1848, when Lucretia Mott and Elizabeth Cady Stanton called the first women's conference at Seneca Falls, New York. This remarkable group stated their position with a "Declaration of Sentiments" paralleling the *Declaration of Independence*. It said, ". . . We hold these truths to be self-evident: that all men and women are created equal; . . ." Then it listed specific complaints and the "Resolutions" to remedy them. Some of them read:

> . . . He [the man] has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her [the woman] a sphere of action, when that belongs to her conscience and to her God.
>
> He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.
>
> . . . Resolved, that women is man's equal, was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such.

Women are important, as are their contributions. They are neither more, nor less important than men. The same can be said of women's studies. All of us, and all of our students, will expand our understanding by including diverse views and ideas in the curriculum. We in higher education not only act as leaders in many segments of society, we also help mold the leaders of tomorrow. It is increasingly difficult to predict whether those leaders will be men, or women. Therefore, the study of women should form an integral part of the educational curriculum.

Isn't It Time?

Many ideas of 1848 seem quaint, even barbaric, today. Who today would be scandalized by bloomers on women? Who would defend the right of one person to own another? The call then came for " . . . woman, equally with man, to promote every righteous cause by every righteous means; . . . to participate with her brother in teaching them, both in private and in public, by writing and by speaking, by any instrumentalities proper to be used, and in any assemblies proper to be held; . . ."

In creating *your* curriculum, isn't it time?

SMALL BUSINESS DEVELOPMENT CENTER AT CEU

Gary S. Wixom

Beginning with Jesse Bogue, who popularized the term community college, leaders of the community college movement have been vigorous in support of the expansion of community service as a legitimate and necessary function of the comprehensive community college. As we move into the second half of the 1980s, higher education at all levels has found itself under attack on numerous fronts, one being that the educational institution is not meeting the needs of the students or the community that it serves. If we accept the premise that there is an intimate and causal relationship between higher education and the democratic society that it seeks to serve, all segments of higher education must examine traditional roles in light of a new, very complex, and changing society.

As the comprehensive community college concept has taken hold in the state of Utah, the role of community service has often lagged behind the more traditional role of post-secondary and continuing education. Yet, an important contention of the community college concept is that the college is uniquely qualified to become the nexus of a community learning system, bringing together various components in such a way that the community's educational needs are supplied.

CEU Surveys Local Businesses

Community service is one of the components of the mission statement at the College of Eastern Utah. During the last few years the emphasis on community service has expanded, and there has been a significant effort to meet the needs of the local community. In 1983-84, responding to the mission statement and departmental planning, the business department at CEU adopted a goal to expand their service to the local business community. Working with a program advisory committee, the department conducted an extensive survey of local businesses in Southeastern Utah. Seven hundred and twenty-seven businesses, and sixty-five professional and governmental organizations were given an opportunity to indicate their specific educational needs. The response showed that small businesses in the area desired services in the form of workshops, seminars, and individual consulting.

In the summer of 1984, Boni Nichols, Applied Science Division chairman, worked cooperatively with the Utah Small Business Development Center at the University of Utah, for the purpose of establishing a Small Business Development Center (SBDC) at the College of Eastern Utah. Such a center at CEU could serve as the mechanism to supply a variety of needs that local businesses had identified. The effort was successful, and steps were taken to officially establish the center in January 1985.

What is an SBDC

The Small Business Development Center is a local and statewide effort to provide man-

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agement assistance to small business.

The Utah Small Business Development Center is a cooperative effort of business, education, and government, providing management consulting, training and development programs for progressive small business managers throughout the state of Utah. The USBDC is currently completing its fifth year of operation in Utah. The Program Control Center is located in Research Park at the University of Utah. From this office the Executive Director monitors and manages a statewide program of consulting and training activities.

The USBDC offers a variety of services that fill needs for the large number of small businesses in Utah. Ninety-eight percent of all firms in Utah fall into this category, and these firms provide roughly seventy percent of the employment.

The Center provides both short-term and in-depth counseling. The SBDC conducts management courses, conferences and workshops and provides individual consulting services which include the following areas:

1. Marketing/Sales
2. Finance/Accounting
3. Production Management
4. Materials Management
5. Employee Relations
6. Organization Structure
7. International Trade
8. Feasibility Studies
9. Strategic Plans

To accomplish its objectives, the SBDC utilizes the resources of local institutions of business education, State and Federal government, and the private sector. For each conference or consulting engagement, an individual with appropriate skill and experience is assigned to provide the specific kind of assistance that is needed. Conference and workshop instructors, and individual consultants are utilized from faculty members, graduate students, private business professionals, and from a variety of volunteers.

Workshops and conferences require only a nominal registration fee from the participants. There is no charge for consulting services to managers of existing firms, or to persons planning to start or purchase a small business.

Need for the SBDC

There are more than 30,000 small businesses in Utah that face complex problems of marketing, production, merchandising and finance. The lack of skills in these areas causes too many small businesses to fail in the first year of operation. Although small businesses face the same problems that large firms do, large firms tend to have well-trained specialists in these critical areas. Most small business owners are qualified in the primary activities in which the business is engaged. However, not many have all the skills necessary to ensure a profitable operation. One of the main goals of the SBDC is to provide assistance in all areas of management to Utah's small business population.

SBDC Expansion

With the addition of the College of Eastern Utah center, in January 1985, the following full-service centers are now in operation in the state of Utah:

1. Logan Office,
   Utah State University
2. Odgen Office,
   Weber State College
3. Salt Lake Office,
   University of Utah
4. Price Office,
   College of Eastern Utah
5. Cedar City Office,
   Southern Utah State
6. Ephraim Office,
   Snow College
7. Provo Office,
   Brigham Young University

CEU-SBDC for Southeastern Utah

The College of Eastern Utah, located in Price, serves the four counties of Southeastern Utah. CEU is now a full subcontracting body for the Utah SBDC and brings with it enthusiastic people, community support, and excellent facilities. CEU has already been

very successful in providing management assistance as part of the State SBDC network.

During 1985, the CEU SBDC opened and completed 35 short-term cases, and fourteen long-term cases. A short-term case is a case that requires less than 12 hours of consultation, and, a long-term case is a case that requires 12 hours or more.

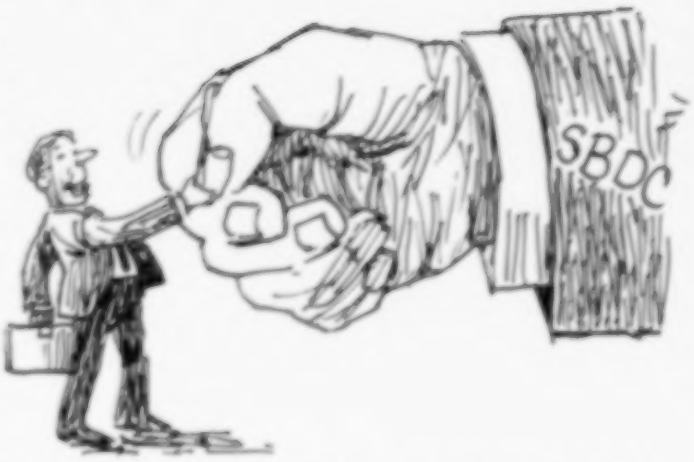
The CEU SBDC has assisted economic development efforts in the region by helping new businesses to be established in Southeastern Utah. During 1985 three new businesses that were assisted by the center were established, and one new firm was started during the first few months of 1986. These firms are providing new employment opportunities for local residents. Working together with local government officials, the SBDC was instrumental in establishing a Federal Procurement office in Price, and a procurement consultant is now working with at least five local businesses in landing federal contracts. In addition, seven different training workshops were held in 1985.

Substantial Growth

During the first quarter of 1986, the CEU SBDC had an increase of 156% in the number of short-term cases opened. Training seminars have been held in the areas of "Fundamentals of Spreadsheets for Small Business," "Successful Customer Relations," and "Use of the Government Procurement Office." As the reputation of the CEU SBDC continues to spread, the number of requests for service is continuing to increase. The CEU SBDC has set goals for the current year, including 50 short-term cases, 15 in-depth cases, and at least 2 training seminars each quarter. All indications are that these goals will be met and exceeded during the current year.

Community Impact

The SBDC has had an impact on both the College of Eastern Utah and the local community. Southeastern Utah has been one of the most economically depressed areas in the state during the last four years. The number



of unemployed was above 13% during 1984, and was listed at 11.2% for the second quarter in 1985. During the third quarter of 1985 some improvement in economic conditions in the region was observed. The unemployment rate fell below the 10% mark for the first time since prior to 1984. The response of the local community to problems associated with the economic recession has been impressive. Local government, service agencies, and the educational community have worked closely together in providing services and solutions to problems. Efforts in economic development have started to be realized, and the SBDC has functioned as a full partner in that effort. The services offered to the local community by the SBDC will continue to strengthen and encourage the spirit of entrepreneurship, and provide a sound basis for successful economic development.

The direct involvement of the SBDC in providing community service has strengthened the business department at the College of Eastern Utah. The programs on and off campus have moved closer to relating in a realistic way to the community that is being served, and the faculty and administration involved in the project have received as much benefit from the project as they have given to the project. There is a confidence in the future, that as the community service role increases, the overall effect will be a strengthening of the comprehensive educational role that the College of Eastern Utah is committed to play in Southeastern Utah.

GETTING CHILDREN TO THE THEATRE, OR THEATRE TO THE CHILDREN

Kim Brewster

The bright young faces glow with anticipation. The alert young eyes search the stage for the beginnings of the play. The lights dim, and there is a murmur of excitement as the characters appear. They are real, not just pictures. They move and talk; they are three dimensional; they are just like the children in the audience. This is children's theatre!

During the next hour a story will unfold before their eyes. A conflict will be resolved. Characters will come to life and will go through trials and adventures which the audience will share in a very real sense. Soon 500 voices will erupt in spontaneous laughter. Later they will hold their breath as the hero or heroine faces great danger. And throughout the hour, they will freely offer their advice, suggestions, warnings, and support.

This is what children's theatre is all about. This is a very special experience which the children in the audience will retain for years to come. It may teach them. It may help them to better understand their own feelings. But above all, it will entertain them. That is the primary responsibility of theatre prepared and presented for children.

A Community College Theatre Role

But, alas, it happens far too seldom. There are large segments of our elementary school population who are never exposed to the phenomena of live children's theatre. This very real need in our communities is not being met. The schools themselves do not have the staff or qualified personnel to produce quality theatre for children. Very few recreation agencies are programmed to meet this need. Who does? The community college is the only agency with the trained personnel, the budget, and the potential body of actors necessary to meet this need. But of the community colleges in our state, very few are attempting to provide theatre for children.

One of the primary roles of the community college theatre programs should be the production of children's theatre. It has been estimated that less than half of all the community colleges in America produce theatre for children. That percentage is dramatically reduced among institutions within the State of Utah. We are failing to meet the cultural needs of a very large and important segment of our community.

Two Production Philosophies

There are two basic philosophies of producing theatre for children. The first, and most prevalent, perhaps because it is the easiest and most convenient, is to produce a children's play in the college auditorium, charge admission, and play to a combined audience of children and their parents. Gen-

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erally, ticket prices are scaled down but remain high enough to pay for all production costs and perhaps make a small profit.

The second is the concept of touring children's theatre into the schools, parks, or playgrounds where children are to be found. Simply stated, the two philosophies become either "Take the children to the theatre," or "Take the theatre to the children."

The first is self-defeating in that it develops an elitist theatre, which characterizes our present theatre condition in America. The audience for this college-hosted theatre will generally be comprised of children whose parents are already established theatre-goers. They are "theatre literate." Their children will become theatre literate as the parents take advantage of opportunities to expose them to such cultural events. They will make considerable effort to find the live theatre experience for their children. They will pay the price for their child's admission and either pay for a ticket for themselves or sit in the car waiting for the play to end. The child's reactions to the play will be less free and more inhibited in this setting. Chances are that an adult will be sitting in front of him obstructing his view as he tries to sit in a theatre seat designed for an adult. He will be less responsive with an adult authority figure sitting next to him.

This form of children's theatre will reach only a small fraction of our potential audience. The rest will be excluded, not by choice, but by circumstances beyond their control. And worst of all, it will reach those who need the experience the least, those who already have an appreciation of theatre, those who have a theatre tradition in their home, and those who can afford such "luxury."

However, touring theatre corrects these ills. It reaches all the children of a given area at no personal expense to the child or the parents. It does not discriminate against the child because of finances or parental inclination. A hosting organization such as a school, a recreation agency, or a private organization pays a nominal fee and provides a facility in order to expose all its children to this worthwhile and entertaining experience. Here the experience is a universal one which can be followed by discussion, written assignments, or activities, which will more deeply ingrain the learning experience. All attend the play regardless of their parent's inclinations or preferences concerning live theatre. They do not have to sit behind adults and since they are surrounded by peers their own age and size, they react spontaneously.

Advantages of a Touring Theatre

Only this latter form, that of a touring theatre, will build the theatre traditions that we currently lack. If children are universally exposed to live theatre consistently over their elementary years, they will become "theatre literate" and thus more supportive of our programs when they are adults. We have never laid the proper foundations for our programs. They will also be more apt to participate as performers, both in high school and in our college programs. But most importantly, we will better achieve our goal of providing a more cultured community.

Touring children's theatre is more work. But it is infinitely more rewarding. Sets must be specifically constructed to adapt to any stage or lack of theatre facility. Actors must be trained to adapt as well. Lights must be transported and costumes constructed in such a way that they will withstand the rigors of not only the 10-20 performances, but also the constant wear as the actors tour from school to school. The need for trucks and other vehicles to transport props, cast, crew, and the necessity of advanced arrangements with hosting agencies will add to the difficulties but are necessary if we are going to get the theatre out to all the children.

The author has produced touring theatre for the past 20 years in Oregon, California, Kansas, Illinois, Washington, and Utah. The results have always been the same, — a deep appreciation from students and faculty alike. We have never had to charge a hosting or-

ganization more than $50 for our shows and have never gone in the red. We seldom make a profit, but we always cover our touring costs. Recently we performed an original version of *Pinocchio* to over 7,000 students in 17 performances along the Wasatch Front. The vast majority of these children would not have seen the play had we chosen to produce it at our facility. Ask any actor who has performed in a toured children's show to a packed house of elementary students which is the most rewarding audience, and they will tell you there is no more genuine audience in the world.

The Challenge

This very real community need presents a very real challenge to our community colleges. Will we meet the challenge and satisfy the need, or will we continue to ignore it and wonder why we are losing the younger generation of theatre-goers? I believe we will meet this challenge, especially if we will try touring theatre once and share with children the wonder and excitement of live theatre in their schools.

MOTIVATING STUDENTS TO ACHIEVE

Debbie Zobell

Motivating students to achieve is an age-old problem. Payoff systems with rewards including money, treats, toys, and even punishments have been less effective than thought. What does motivate the student to tune-in, process, and apply what the instructor is trying to teach?

Considerable research has explored the concepts of motivation and creativity with some interesting results. Within motivational theory, many studies have demonstrated that giving external rewards for a particular task decreased intrinsic motivation (Levine, et al.). Intrinsically motivated people view the task in terms of their own interests and involvement, while extrinsically motivated people view involvement in terms of promised rewards or the expectation of evaluation (Amabile). By emphasizing the reward rather than the actual task, students' performance almost always decreased.

Definitions of Motivational Orientation

It is difficult to find definitions of motivational orientation, but Harter has defined five measures of intrinsic/extrinsic motivational orientations: a) learning motivated by curiosity versus learning to please the teacher; b) incentive to work for one's own satisfaction versus working to get good grades; c) preference for challenging work versus easy work; d) desire to work independently versus dependence on the teacher; and e) internal versus external criteria for determining success or failure (Harter). Pittman and colleagues also present a similar definition:

> When a student utilizes an intrinsic motivational orientation, characteristics including novelty, complexity, challenge, and mastery experiences are sought and preferred.
>
> When an extrinsic motivational orientation is adopted, characteristics include predictability and simplicity, since the focus is to get through the task as quickly and painlessly as possible to get the desired reward (Pittman, et al.).

Increasing Intrinsic Motivation

There are several recognized techniques that have proved to be very effective in increasing motivation. Which one or combination of techniques works best for the instructor depends on course content and the type of students and their interests.

1. Meaningful feedback

Ryan and colleagues believe that rewards and communications have two functional aspects: informational and controlling impacts. The informational aspect implies a meaningful feedback involving self-determination. To be meaningful, the information must convey to the person that he or she is competent at the assigned activity or feedback must let the individual know how to become more competent at the activity. In order for feedback to be informational, it needs to apply to self-determined performance. Several studies have shown that feedback in this context does increase intrinsic motivation.

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In contrast, the controlling area of rewards and communications pressures people toward expected outcomes. If the task requires a particular way, at a certain time, or in some particular place to receive a reward, the reward is controlling. An even larger amount of research has shown that these controlling rewards undermine intrinsic motivation (Ryan et al.).

Application

— On a graded exam, inform the student with a positive statement when he or she shows improvement. Even a 'C' in a difficult class can be rewarding to a student.

— If using scantron sheets, include a positive remark that tells the student you know he can do better or that you are pleased with his progress.

— If the class seems too easy for some students, find additional tasks to challenge their potential.

2. Positive Axioms

Positive statements that enhance self-esteem, self-hypnosis, and biofeedback are techniques that have been used in psychosocial treatment modalities for many years. When applied to an instructor/student relationship, not only can a student increase his self-esteem and motivation but the instructor can enhance that process also.

Application

— Encourage the student to repeat to himself daily ten statements that would improve his self-esteem. For example, "I am a good student." This will help replace current negative attitudes and self-abusing tendencies, ultimately, enhancing self-esteem.

— While in a very relaxed state, listen to tapes that dwell on the positive and help suggest better ways to study or develop one's own potential.

— Feedback that is positive and optimistic can give students hope when despair and discouragement block progress and achievement.

3. Cooperative Learning Techniques

The following results were obtained from field experimental research:

Cooperative learning methods utilizing group rewards and individual accountability consistently improved student achievement more than control methods.

Cooperative learning methods utilizing group study but not group rewards for personal learning don't improve student achievement more than control methods; no evidence has been documented that studying in groups is more or less effective than studying individually. Studying in a group is directly affected by the incentive structure used.

Cooperative learning methods utilizing task specialization and group rewards enhances student achievement more than control methods. However, techniques using task specialization and individual rewards don't have an enhancing affect. (More research needs to be done in this area because only a few studies have been completed).

Overall, cooperative learning methods have positive effects on a variety of psychosocial outcomes; such as student self-esteem, race relations, and acceptance of academically handicapped students (Slavin).

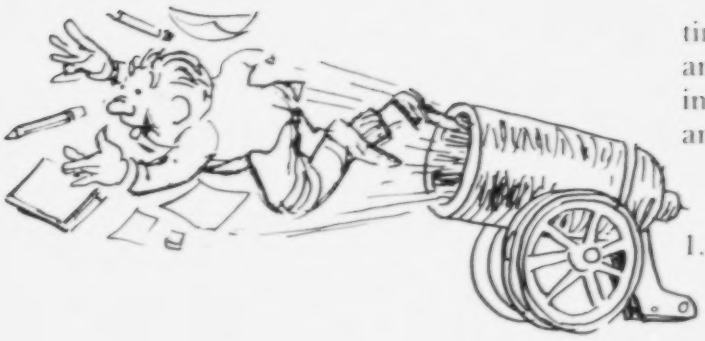
Application

— When students do a group project, also grade with individual expectations in mind. This prevents one or two students doing all the work while the other students feel they can "goof-off."

— Encouraging a group of students to work together to solve a task and then rewarding the entire group promotes a desire in the student not to let down their peers. Students often feel more motivated in helping others than when just doing something for themselves.

4. Accepting Consequences of Action

Whatever the teaching/learning situation, students should be able to clearly define the



task and recognize the specific consequences regarding completion or noncompletion of the task. Motivation implies self-discipline and effort to succeed. To successfully learn and enhance that process, students must experience consequences and build on positive experiences. Negative or unpleasant consequences dealt with in a positive, hopeful manner can encourage students to improve performance next time. Thus, failure feelings can be dramatically decreased and insight provided to help students desire to improve.

Application

— Don't make exceptions to your rules when obviously broken without good reasons.

— Watch favoring 'types' of students over others.

— Assess your own teaching methods to see if you are successfully reaching each group of students you teach. Each class can be very different in how they perceive and interpret course content.

Motivating students at best is a complex and difficult process. However, with continual evaluation of our teaching techniques and assessment of individual needs, we can increase intrinsic motivation in our students and ourselves.

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THE EXCITING MEDIUM OF THE '80s

Loretta A. Walker

The television production industry has experienced a phase of rapid growth and development over the last several years. This rapid growth has been in part a result of the current philosophy of the time and also a result of the rapid growth and development of technical equipment used in the media. This equipment changes almost as rapidly as the news stories used in the media.

Most beginning television production classes deal with theory. Students are not allowed hands-on equipment experience, but must settle for quiet observation of technicians or instructors. Students are shown the various studio equipment and cameras, lighting, sound, staging, etc. and the editing, switching, special effects and audio-mixing equipment in the studio, but are not given the opportunity to experience the equipment firsthand.

Hands-on Experience

At Utah's Technical Community College in Salt Lake City, students do get hands-on experience in the Introductory Television Class. Students who enroll in Communication 131, Basic Television Production, find that by midterm they are using all the studio equipment and are putting together television spots. These spots could be commercials, TV ads for campus activities, interviews, music videos, exercise videos or any spot a production team chooses to undertake. This television production class is team taught by Loretta Walker, production, and Kelly Weldon, technical.

As the quarter begins, students find that they will be expected to write television scripts and learn the various uses of studio equipment. The students learn to use cameras, set up studio shots and function as a team when setting up for a studio shot. They also learn to use the editing equipment, the switching and special effects equipment, and the audio-mixing equipment. They learn how to write and edit scripts so that they will be prepared with original scripts for production purposes.

From midterm on the production students devote most of their time producing television spots from original scripts the students write. The class is divided into production teams of from five to eight people. These teams then decide what scripts they will use for production shots. The scripts are selected from team members' submissions to the class. These are original scripts that team members have been working on since the first of the quarter.

Production Teams

During spring quarter 1986, one production team was working on a six-minute video tape for the Western Regional Division Conference of Delta Epsilon Chi (DEX). This conference will be held at Snowbird, Utah in November 1986. Copies of the video will be sent to all DEX chapters in the thirteen western states and Guam to convince members to

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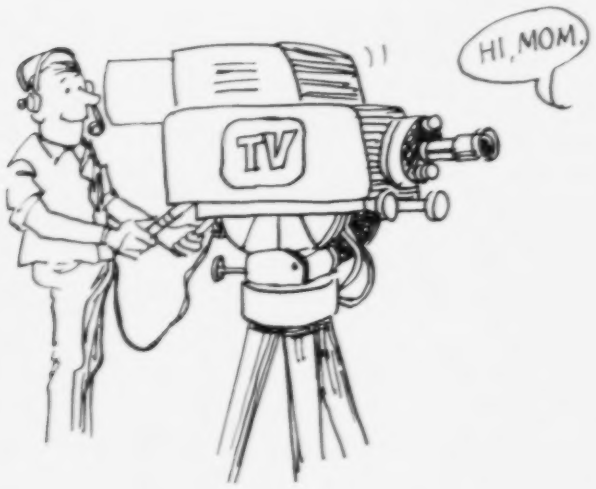
attend the conference. The production director for this spot was Dr. Kathy Walton, a student in the class, who is the organizer of this conference. Dr. Walton's team members were students in the UTC-SL DEX organization. With the help of the class faculty members, they put together this six-minute TV news release to promote the conference.

Another production team put together an ad promoting Utah's Technical Community College. This ad is intended for local distribution in the Utah area. The ad can be used to promote the campus to the high schools, the local business people, and the Salt Lake community.

One quarter the entire class chose to put together an entire weekly program for campus viewing. This program was much the same as a PM magazine, with only campus issues and news. The students put together six weekly shows and these were viewed via campus TV. The students learned the importance of deadlines and quality, completed spots.



Preview and Finishing Touches

After the shot has been completed, the production team must arrange for use of the preview theater so that they can decide what must be done with the rough draft of the shot. Here the team can preview the shot and decide what needs to be added to make it complete.

The team then must arrange for time in the control room so that they can put the finishing touches on the shot. They might need to edit, add special effects, sound, etc. to their production shot. This will take the students a great deal of time as most shots need a lot of work before they are ready for presentation. The students learn a lot while they are trying to put the finishing touches on their production piece.

When the team is satisfied with their piece, they will submit it to the faculty members. The faculty members will then preview it with the rest of the class and all will evaluate the finished product. The students will be graded on the quality and originality of the finished product.

The satisfaction felt when a job is completed is varied. It can range from pride at doing a difficult job well and having all members recognize this, to frustration when the members see that the spot is not complete and needs work in order to bring it up to production standards.

Teams will be able to produce two to four production shots before the quarter ends. These shots are usually one to three minutes in length, unless they do an extensive in-studio segment. The short spots could be ads or public service messages, and the longer spots could be interviews or editorial messages about campus situations.

Teamwork Required

The production teams learn that they must be prepared on the day of the shoot. They learn that each individual is important to the team. They learn that others depend on them so they must be prepared and adhere to time commitments. They also learn that unless all members function for the good of the shot, they will produce an inferior segment. The competition from other teams also helps individual teams try harder.

Student Motivations

Students take television production for various reasons. Some students want to learn to use all the studio equipment while others want to learn to use specific studio equipment. Still other students want to be on camera and need to see if they can succeed as talent in the TV field. People who have already worked in TV or radio also take the class so that they can improve or acquire more knowledge about an actual studio's workings. Several students have received jobs in local broadcasting. One former student is doing broadcast news reporting at a local station and another is working in video sales. The opportunities are endless if the students have the knowledge and the desire.

In order for people to communicate effectively in any medium, it is important for individuals to be aware of both the capabilities and the limitations of the medium and of themselves. Television production is the exciting medium of the '80s, and at this point it seems limitless.

CALL FOR PAPERS 1987

Faculty of Utah community and technical colleges are invited to submit articles for inclusion in FOCUS, an annual forum on teaching and learning in Utah two-year institutions of higher education. The Editorial Board will also consider articles submitted by administrators, staff, students, and others addressing topics of interest to Utah community and technical colleges.

Subject: Manuscripts may deal with curriculum, theory, research, teaching strategies, instructional models, student issues, faculty concerns, advocacy, governance, or any matters pertinent to Utah community and technical colleges.

Length: Manuscripts should be typed, double spaced, and concisely written in about 2,000 to 3,000 words or less.

Deadline: Manuscripts are due March 31, 1987 to the campus Editorial Board representative and April 15, 1987 to the Editor in the Commissioner's Office, 3 Triad Center, Suite 550, Salt Lake City, Utah 84180-1205.

Review of Articles: The Editorial Board of FOCUS, designated by the faculty associations of Utah's five community and technical colleges, will review all manuscripts and determine which articles will be included in the journal. Consideration will be given to both the subject matter presented and the quality of the presentation.

Publication Date: September, 1987

Questions: Please contact your campus representative on the Editorial Board or the Editor, in the Commissioner's Office, or phone 538-5247.

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